

Houston Independent School District
4440 W. 18th Street
Houston, TX 77092

HISD LEARNING SUCCESS CENTER



Table of Contents

I –III. Learning Success Center Framework

IV. Student Commitment Packet

- **Student Commitment / 5 P's Expectations Rubric**
- **Entry Reflection**
- **Academic / Conduct/ Attendance Summary**
- **Academic Assignment Log**
- **Exit Reflection**
- **Cumulative Rubric Contract**

V. Appendix – Coordinator Forms

- **Administrative Form**
- **Referral Form**
- **Student Sign-in Sheet**
- **Teacher Sign-in Sheet**
- **Success Back-to-Class Pass**
- **Contract Log**

I. What is the Learning Success Center (LSC)?

- A. A short-term non-disciplinary placement to support a student in an educational setting within the school, where the student has the opportunity to complete academic work, along with learning coping and decision-making skills, and developing a plan to change behavior and promote student success.
- B. A Behavior Support Center (BSC) in which a student remains in school, but is isolated from other school activities in order to provide student with skills in self-regulation. An effective Behavior Support Center (BSC) program should include, but is not limited to the following components:
 - A mission statement explaining the goals of the program - *i.e., "The goal of the Learning Success Center is to provide an educational setting where students have the opportunity to practice and promote academic and social skills that have a direct correlation to success in school and their daily lives."*
 - A full-time qualified staff person and administrator to supervise/coordinate the BSC and who serves as a supportive resource and/or mentor for students.
 - A protocol for student referral and communication of academic assignments to the BSC teacher.
 - Access to individual and group counseling via external agencies (*i.e. social services, Communities in Schools, etc...*)
 - For students receiving special education services, access to the special services outlined in the student's IEP.
 - An essential component of a Positive Behavior Intervention Support (PBIS) plan

II. Purpose/Rationale for the Learning Success Center:

- A. **Academic Support** – goal is to focus on helping students maintain and/or improve academics in order to reduce the frustration level that can lead to misbehavior.
- B. **Behavioral Support** – goal is that the intervention will reduce misbehavior; provide a needed “cooling-off” and reflection period by

limiting student's interaction with others; reduce effects out-of-school suspensions can have on the dropout and attendance rates.

- C. **Counseling/Social Skills Support** – goal is to provide social skills training to improve self-esteem, communication and problem-solving skills, in order to have a positive influence on behavior.
- D. **Special Education Services** – goal is to enable Special Education students to receive all services identified in the student's IEP.

III. Essential Components of the Learning Success Center:

A. Protocol for Referral Process:

1. Referrals to LSC are made only by the school administrators, counselors, parents or students
2. Behaviors for which LSC may be assigned are correlated with academic, Social/emotional, attendance issues or the *HISD Code of Conduct*.
3. Assigned days are determined by administration and dependent upon student need.
4. Referrals for students receiving Special Education services must be reviewed by the Special Education department chairperson, or designee, and the student's ARD Committee, prior to placement.

B. Orientation Process (Completed by administrator and/or LSC Coordinator upon entry):

1. Once LSC placement is recommended, student and parents are contacted and guided through the orientation process, which includes an overview of the LSC expectations and commitment. (*See LSC Student Commitment Packet*)

2. The *LSC Student Commitment Packet* includes the following:
 - Student Commitment/5 P's Expectations Rubric
 - Entry Reflection
 - Academic/Conduct/Attendance Summary & 4 Year Plan
 - Academic Assignment Log
 - Exit Reflection/5 P's Expectations Rubric
3. The student will participate in social skills training provided by the LSC Coordinator that includes lessons in communication, conflict resolution, self-discovery, goal setting and decision-making skills.
4. Special Education students will receive the Special Education services, including accommodations and modifications, as outlined in their IEP.
5. Prior to exiting the LSC program, the student will complete an *Exit Reflection*.
6. The LSC coordinator will review the *5 P's Expectations Rubric* and Contract stipulations that will be in place once returning to class for a set number of days following dismissal from the LSC.

C. Academic Process:

1. Students will have access to academic assistance through on-site tutors, classroom teacher visits, and computer-based programs (i.e. APEX, Moodle)
2. Special Education students will have access to highly qualified Special Education teachers and staff members, who will ensure that services, accommodations and modifications are provided in accordance with the students' IEP.
3. Ensuring that students have assigned work from teachers must be of the highest priority and is conducted via email correspondence between the LSC coordinator and the classroom teachers. Teachers may

send work via email, through TA's, or by placing class work in the LSC coordinator's mailbox.

4. The LSC coordinator will be responsible for returning completed work to the appropriate teacher via TA's, along with documenting receipt of the student's work on the student's academic assignment log.
5. Students are accountable for completing and monitoring their assignments on the *LSC Academic Assignment Log*. (See *LSC Student Commitment Packet*)
6. Students are also instructed to take responsibility for their assignments by visiting their teachers before school, after school and during designated tutorials.

D. Behavioral, Counseling Intervention and Resolution Process:

1. Upon entering the LSC, students are required to complete an *Entry Reflection*.
2. Time will be scheduled weekly for students to discuss, as a group or individually, social/emotional issues surrounding the student's needs by a certified or licensed professional
3. The LSC coordinator will provide additional social skills training by providing lessons in communication, conflict resolution, self-discovery, goal setting and decision-making skills.
4. Students' behavioral performance will be evaluated through use of the *5 P's Expectations Rubric*, weekly.
5. A determined number of points are required on the rubric daily for successful completion of the LSC term. The number of points may be adjusted for students receiving Special Education services. This must

be determined by the ARD committee and based on the student's needs, including all relevant evaluation information, the student's IEP, and the student's behavior plan. Consideration must be given if this placement change relates to specific behaviors and could exceed 10 school days.

E. Parental Involvement Process:

1. Parents will be notified by an administrator when LSC is assigned.
2. The reasons for the assignment and the expectations for successful completion will be discussed during the orientation process.
3. Parental support will be requested.
4. Parents will be notified by an administrator and/or the LSC Coordinator upon successful completion of the program.
5. Parents of Special Education students who are assigned to the LSC assignments will be invited to attend an ARD committee meeting. The change of placement will be discussed.

F. Data Collection, Monitoring and Evaluation Process:

1. Upon exiting the LSC program, the student will complete an *Exit Reflection*.
2. The LSC coordinator will review the *LSC Cumulative Rubric (that includes the 5 P's Expectations Rubric and Behavior Contract)* stipulations that will be in place once returning to class for a monitoring period following dismissal from LSC.
3. The LSC coordinator will email a copy of the *LSC 5 P's Expectations Rubric* to the student's teacher and request feedback regarding the student's progress.

4. Upon receipt of each day's completed LSC Cumulative Rubric, the coordinator will provide the following day's form until the monitored days are completed.
5. When the student returns to class, they present the teacher with their *Back to Class Pass* and the *LSC Cumulative Rubric (that includes the 5 P's Expectations Rubric)* for each of the monitored days.
6. The following data should be collected and evaluated monthly by the LSC team:
 - Student demographic data (grade, age, etc.)
 - Student attendance, grades, conduct, and credits earned
 - Special Education services received during placement
 - Special Education accommodations/modifications provided during placement
 - Reason for LSC assignment
 - Number of days assigned to LSC
 - Pattern of the student's discipline referrals from specific teachers, subjects, and/or settings
 - Rates of recidivism
 - Student satisfaction (*Complete Exit Reflection*)
 - Teacher satisfaction (*Complete Follow-up 5 P's Expectations Rubric*)
7. The results of this data collection and analysis should be reported and reviewed with the Leadership Team, School Improvement Team and shared with staff monthly.

IV. Successful Implementation Recommendations:

- Provide LSC training for teachers, staff, and LSC coordinator
- Articulate your LSC plan with students and parents/Involve parents
- Provide instructional training in social skills lessons for LCS coordinator
- Ensure daily academic involvement for LSC students
- Monitor and evaluate the program monthly
- Use shared decision-making to adapt your program in order to meet you goal

Coordinator Forms

ADMINISTRATIVE FORM

Name/Grade Level	ID#	Orientation/ Parent Conference	Assigned Days	Entry Date	Target Dismissal Date	Dismissal Date

Learning Success Center Referral Form

Student's Name: _____

ID: _____

Referring Teacher _____

Date: _____

Reason for referral:

Intervention Period Assigned: _____ Grade Level: _____

Number of student conferences _____ Number of parent conferences _____

Checklist Y__ N__

Checklist Y__N__

Checklist Y__N__

Learning Success Center Guidelines

- ☒ Students will treat each other and teachers with respect
- ☒ Students are expected to arrive on time
- ☒ Electronics devices such as cell phones, iPods, or games are not permitted and must be surrendered upon entering
- ☒ Students are expected to be in dress code
- ☒ Students will complete all assignments prior to being released
- ☒ Students will remain in a designated seat and not talk unless otherwise instructed
- ☒ Students will have a restroom break in the morning and afternoon that is contingent upon compliance with the classroom 5 P's Expectations – Be Prompt, Prepared, Productive, Polite, and Positive
- ☒ Students are not permitted to leave the LSC without an escort

***Violations of the above expectations will result in additional days**

Administrator Signature: _____

Date: _____

Student Signature: _____

Date: _____

Student Sign-In Sheet

Date	Student	ID#	Time In	Time Out	Destination

Teacher Sign-In Sheet

Date	Teacher/Subject	Student Visiting	Time In	Time Out



Learning Success Center Back To Class Pass

Congratulations!

You have completed your LSC placement.

LSC Administrator/Coordinator _____

Date: _____

Contact Log

Student	Date	Method of Contact	Person Contacted & Number	Reason for Contact/Results

Student Commitment Packet

Student Commitment Form

I. What is the Learning Success Center (LSC)?

- A. A short-term non-disciplinary placement to support a student in an educational setting within the school, where the student has the opportunity to complete academic work, along with learning coping and decision-making skills, and developing a plan to change behavior and promote success.
- B. A Behavior Support Center (BSC) in which a student remains in school, but is isolated from other school activities in order to provide the student skills in self-regulation. An effective Behavior Support Center (BSC) program should include, but is not limited to the following components:
 - A mission statement explaining the goals of the program - *i.e., "The goal of the Learning Success Center is to provide an educational setting where students have the opportunity to practice and promote academic and social skills that have a direct correlation to success in school and their daily lives."*
 - A full-time qualified staff person and administrator to supervise/coordinate the BSC and who serves as a supportive resource and/or mentor for students.
 - A protocol for student referral and communication of academic assignments to the BSC teacher.
 - Access to individual and group counseling via external agencies (*i.e. social services, Communities in Schools, etc...*)
 - For students receiving Special Education services, access to the special services outlined in the student's IEP.
 - An essential component of a Positive Behavior Intervention Support (PBIS) plan

II. Purpose/Rationale for the Learning Success Center:

- A. **Academic Support** – goal is to focus on helping students maintain and/or improve academics in order to reduce the frustration level that can lead to misbehavior.
- B. **Behavioral Support** – goal is that the intervention will reduce misbehavior; provide a needed “cooling-off” and reflection period by limiting student’s interaction with others; reduce effects out-of-school suspensions can have on the dropout and attendance rates.
- C. **Counseling/Social Skills Support** – goal is to provide social skills training to improve self-esteem, communication, goal setting and time management, and decision-making skills in order to have a positive influence on behavior.
- D. **Special Education Support** – goal is to enable Special Education students to focus on improving their academic, social/emotional, or behavior while providing them with all the services identified in the student’s IEP.

III. Components of the Learning Success Center:

- A. Orientation Process: (Completed by administrator and/or LSC Coordinator upon entry):
 - 1. Once LSC placement is recommended, student and parents are contacted and guided through the orientation process, which includes an overview of the LSC expectations and commitment. (*See LSC Student Commitment Packet*)

2. The *LSC Student Commitment Packet* includes the following:
 - Student Commitment/5 P's Expectations Rubric
 - Entry Reflection
 - 4 Year Plan/Academic Goal Setting
 - Academic Assignment Log/Daily Time Management Log
 - Exit Reflection
3. The student will participate in social skills training provided by the LSC Coordinator that includes lessons in communication, conflict resolution, self-discovery, goal setting, and decision-making skills and complete a *Personal Inventory Packet*.
4. Special Education students will receive the Special Education services, including accommodations and modifications, outlined in their IEPs.
5. Prior to exiting the LSC program, the student will complete an *Exit Reflection*.
6. The LSC coordinator will review the 5 P's Expectations Rubric and Contract stipulations that will be in place once returning to class for a set number of days following dismissal from the LSC.

B. Academic Process:

1. Students will have access to academic assistance through on-site tutors, classroom teacher visits, and computer-based programs.
2. Ensuring that students have assigned work from teachers must be of the highest priority and is conducted via email correspondence between the LSC coordinator and the classroom teachers. Teachers may send work via email, through TA's, or by placing class work in the LSC coordinator's mailbox.

3. Special Education students will have access to highly qualified Special Education staff members, who will ensure that services, accommodations and modifications are provided in accordance with the student's IEP.
4. The LSC coordinator will be responsible for returning completed work to the appropriate teacher via TA's, along with documenting receipt of the student's work on the student's academic assignment log.
5. Students are accountable for completing and monitoring their assignments on the *LSC Academic Assignment Log*. (See *LSC Student Commitment Packet*)
6. Students are also instructed to take responsibility for their assignments by visiting their teachers before school, after school and during designated tutorials.

C. Behavioral, Counseling Intervention, and Resolution Process:

1. Upon entering the LSC, students are required to complete an *Entry Reflection*.
2. Time must be scheduled weekly for students to discuss, as a group or individually, social/emotional issues surrounding the student's needs by a certified or licensed professional.
3. The LSC coordinator will provide additional social skills training by providing lessons in communication, conflict resolution, self-discovery, goal setting, and decision-making skills.
4. Students' behavioral performance will be evaluated through use of the *5 P's Expectations Rubric* weekly.

5. A determined number of points are required on the rubric daily for successful completion of the LSC term. The number of points may be adjusted for students receiving Special Education services. This must be determined by the ARD committee and based on the student's needs, including all relevant evaluation information, the student's IEP, and the student's behavior plan. Consideration must be given if this placement change relates to specific behaviors and could exceed 10 school days.

*I _____ agree to complete to the best of my ability the requirements stated in the **LSC Student Commitment** and to follow the **5P's Expectations Rubric** for the number of days assigned below.*

Number of days assigned: _____ Entry Date: _____ Release Date: _____

Student Signature: _____ Parent/Guardian Signature: _____

LSC - 5 P's Expectations Rubric

Student Name: _____ Assigned # of Days: _____ Today's Date: _____

CATEGORY	4	3	2	1	Comments
Prompt	In classroom at designated time and has completed proper check-in procedures. Dressed in proper uniform.	In classroom at designated time. However, check-in procedures and/or dress code was not adequately completed.	Not in classroom at designated time. Violations of check-in procedures and/or dress code occurred.	Serious tardiness; incomplete check-in procedures and/or dress code violations.	
Prepared	Has needed materials ready for class and is always ready to work.	Almost always has needed materials ready for class and is ready to work.	Almost always has needed materials ready, but sometimes needs to settle down and get to work	Rarely has needed materials ready or is rarely ready to get to work.	
Productive	Begins work promptly, always on task and completes all daily assignments with genuine effort.	Begins work unprompted, occasionally off-task and completes most of daily assignments.	Needs prompting to begin work and remain on-task; randomly completes daily assignments.	Rarely begins work unprompted; always off-task and does not complete daily assignments.	

Polite	Follows student code of conduct; does not commit infractions.	Generally follows student code of conduct; occasionally commits infractions.	Sporadically follows student code of conduct and commits infractions.	Rarely follows student code of conduct; frequently commits infractions.	
Positive	Consistently exhibits a positive attitude and use of assertive language and manners.	Generally exhibits a positive attitude and use of assertive language and manners.	Sporadically exhibits a positive attitude and use of assertive language and manners.	Rarely exhibits a positive attitude. Poor use of assertive language and manners.	

Total Daily Points Earned: _____

Grading Scale:

20-18 --- Exceptional Average Point Range

17-15 --- Acceptable Average Point Range

14-0 -----Unacceptable Average Point Rang

Entry Reflection

Student name:_____ Date:_____

I. Description of my behavior: What happened? Where was it and who was present at the time?

II. Reasons for my behavior: What was I thinking or feeling? What was my goal? What were the results?

***III. Consequences of my behavior: How do I feel now as a result of my behavior?
What has happened as a result?***

***IV. Plan for improvement: What can I do differently? What positive outcome will
occur if I choose an appropriate behavior?***

Review of Academic/Conduct/Attendance Summary

Per	Subject Teacher	Absences Tardies	PR/C	1 st 6wk/C	PR/C	2 nd 6wk/C	PR/C	3 rd 6wk/C	Final Exam	Final Grade	Credit/ No Credit
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											

Potential Credits ____ Earned Credits ____ GPA ____ Grade level ____

<u>Total Points</u>	<u>Total Points Needed for Grade Goal</u>	<u>Grade Goal</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

Academic Assignment Log

Student: _____ ID: _____ Assigned Days: _____ Grade Level: ____

Teacher's Name Rm. #	Subject/Assignment	Date Assigned	Date Completed	Date Ret'	Teacher's Signature

Exit Reflection

Student name: _____ Date: _____

I. Academic Support: *Were you able to successfully complete your assignments? Did you see any improvement in your grades? Describe what organizational and time management skills you developed and how they can be carried over in to your classes.*

II. Behavior Support: *What have you learned regarding your behavior? Which of the 5 P's did you need to improve upon prior to entering the LSC and in what way has the 5 P's Expectations Rubric assisted you in correcting your behavior? How can use of the 5 P's Expectations be carried over in to your classes?*

III. Counseling/Social Skills Support: How were you assisted with your problem solving skills? Were you allowed time to reflect on your own behavior? What other ways were you assisted in improving your emotional and social skills?

CUMULATIVE RUBRIC

Student Name: _____ Date: _____

Teacher Signature	Prompt	Prepared	Productive	Polite	Positive	Total Points
1.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
2.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
3.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
4	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
5.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
6.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
7.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
8.	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	

Comments:

Period 1: _____

Period 2: _____

Period 3: _____

Period 4: _____

Period 5: _____

Period 6: _____

Period 7: _____

Period 8: _____

LSC -Contract 5 P's Expectations Rubric

Student Name: _____ Assigned # of Days: _____ Today's Date: _____

CATEGORY	4	3	2	1	Comments
Prompt	In classroom at designated time and has completed proper check-in procedures. Dressed in proper uniform.	In classroom at designated time. However, check-in procedures and/or dress code was not adequately completed.	Not in classroom at designated time. Violations of check-in procedures and/or dress code occurred.	Serious tardiness; incomplete check-in procedures and/or dress code violations.	
Prepared	Has needed materials ready for class and is always ready to work.	Almost always has needed materials ready for class and is ready to work.	Almost always has needed materials ready, but sometimes needs to settle down and get to work	Rarely has needed materials ready or is rarely ready to get to work.	
Productive	Begins work promptly, always on task and completes all daily assignments with genuine effort.	Begins work unprompted, occasionally off-task and completes most of daily assignments.	Needs prompting to begin work and remain on-task; randomly completes daily assignments.	Rarely begins work unprompted; always off-task and does not complete daily assignments.	

Polite	Follows student code of conduct; does not commit infractions.	Generally follows student code of conduct; occasionally commits infractions.	Sporadically follows student code of conduct and commits infractions.	Rarely follows student code of conduct; frequently commits infractions.	
Positive	Consistently exhibits a positive attitude and use of assertive language and manners.	Generally exhibits a positive attitude and use of assertive language and manners.	Sporadically exhibits a positive attitude and use of assertive language and manners.	Rarely exhibits a positive attitude. Poor use of assertive language and manners.	

Total Daily Points Earned: _____

Grading Scale:

20-18 --- Exceptional Average Point Range

17-15 --- Acceptable Average Point Range

14- 0 -----Unacceptable Average Point Range